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ATTACHMENT

Some Observations on Historical Papers

I. Introduction. History as action and record. Principal kinds of history: political, economic, social, intellectual, cultural, religious, scientific, and technological. Also subdivisions, as political history into domestic history, political biography, diplomatic history, constitutional and legal, military, and administrative history. Different kinds of history in vogue at different times. Interest today in foreign affairs, military, social, and intellectual history and in writings based on quantitative research. The current historical programs of the Agency are in administrative history: office, staff, station, base, and operational histories. Individual papers are pieces of a mosaic contributing to an overall picture of the four directorates and of the Agency. Historical papers assist in training, briefing, policy planning, program analysis and evaluation, and give operational guidance. They bring together a considerable body of usable intelligence experience and supply a record of what was attempted and done.

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II. Guides and Aids. In addition to the Handbook for the Writing of DDI, DDS & T, and DDS Histories, the Handbook for the Writing of Clandestine Services History, and the various instructions and memoranda for guidance and assistance in preparing the papers, two books are recommended: Sherman Kent, The Writing of History (revised edition, 1967) and E.H. Carr, What is History? (1961).

III. Concepts and Constructs.

1. Continuity and Change. History is concerned with change over time. Until recently many historians believed that historical writing should stop short of the present so that the historian might see his work in perspective. Such perspective was considered essential in distinguishing change from continuity, in determining forces, trends and developments at work, as well as the nature and intensity of resistance to change. An added reason for not working in the immediate past was the lack of adequate documentation; government archives and private collections were usually closed. Reluctance to work in the immediate past no longer exists. Feeling today that the immediate past must be studied if we are to understand the present, and that the

[2]

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historian is best equipped to do it. Also, a more generous policy prevails today respecting access to historical records.

2. Chronicle and History. The distinction made by Benedetto Croce. Chronicle as dead history. History as a living thing. The events of the past have passed through the mind of the historian and have been given life. The search for meaning in events, for causal relationships and interrelationships, for forces, trends, and movements leads to history and not chronicle.

3. Narrative - Chronological and Descriptive - Analytic History. Two principal types of historical presentation: (a) an essentially narrative form, following a chronological treatment, with some description and analysis, and (b) a descriptive - analytic presentation, with little emphasis on chronology. These may be represented by two diagrams. (See Chart A.)

IV. Methodology and Procedure.

1. Purpose of your Paper. Begin by formulating, in two or three sentences, a statement of what you consider the purpose of your paper.

[3]

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2. Research. Bring together all the records you will need in the preparation of your paper: directives, policy papers, instructions, reports, and assessments, each in the best text available. Reinforce with debriefings and information from knowledgeable persons. Note carefully the suggestions in the Handbook for the Writing of DDI, DDS & T, and DDS Histories and the Handbook for the Writing of Clan-destine Services History.

3. Frame of Reference. This is a fuller statement of the aim and scope of your paper prepared after you have commenced your research. State the purpose, nature, and contents of the paper as precisely as you can, including the time limits, geographical area (where pertinent), the mission, the components and persons involved, and the kind of presentation, whether narrative - chronological or descriptive - analytic.

4. Questions and Answers. As soon as possible, and even in advance of your research, set quite specific questions to be answered in the course of your investigations. Seek the answers to them. Continue to formulate questions as your work progresses. Enter your questions on 5 by 8 or 4 by 6 inch cards, and add your answers to the cards, giving also the

S E C R E T

sources of your information for what later may be your reference citations. Questions and answers properly used should guide you in your research, keep it focused, and should facilitate the making of your outline and subsequent writing.

5. Chronological Table. Construct a chronology with all the dates necessary for an understanding of your paper. Enter these dates on cards, 4 by 6 or 3 by 5, one date to a card. Include in each instance the source of your information. Make this chronology as complete as possible and in excess of what you will finally use. Later reduce it to the most important dates for inclusion in your paper as the Chronology or Chronological Table.

6. The Outline. First make a diagrammatic representation or model for your paper based on your chronology and according to the type of presentation you are using, whether narrative - chronological or descriptive - analytic. Then make a topical outline of your paper. Your writing now proceeds from your diagram, chronology, and topical outline. Where several themes or threads are traced, in a narrative - chronological presentation, it is preferable to find some intermediate dividing point (or points) and carry the themes

[5]

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S E C R E T

or threads separately to the dividing point. Some indication of the importance of the dividing point should be given, as well as a brief summation, at that point of the position reached.

7. Parts of the Paper. These are given in your Handbooks. A slightly different order, principally in the placing of the Introduction and the Index, is as follows: Title Page, (Historian's Note), Table of Contents, Summary (if paper is over 60 pages), Chronology, Introduction, Body of the Paper, Conclusions, References, Appendices, and Index.

8. Quotations. Use quotations sparingly. If the quotation is short - a few words to two or three lines - it may be worked into the text by using quotation marks. A longer quotation - 4 to 6 lines - should be set off from the body of the text by indentation and single spacing between lines without the use of quotation marks. Long quotations, if used at all, should be placed in appendices.

9. Causation. Every effort should be made to establish causal relationships, but it is preferable that these be simple and direct, as more suited to a short paper, rather than elaborate and overly involved.

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10. Objectivity. Complete objectivity is not possible. Selection of data, organization of materials, interpretation, causal relationships, significance, and conclusions are all subjective operations, but there are degrees of subjectivity. Evidence of strong partisanship and an excess of personal opinions are to be avoided. Every effort should be made to consider all aspects of a subject fairly and to try to appreciate the nature and extent of differences of opinion. It is not permissible to distort the meaning by wrenching statements out of context, to ignore the existence of materials whose use would exclude a favored interpretation or to use argument by silence. It is not expected that the historian will be without views and opinions of his own, but he is expected to deal scrupulously with the evidence and justly and fairly with other points of view.

11. Significance. The significance of what took place should be clearly set forth. A decision, action, or event may be significant (1) for what it sums up, (2) for what it initiates, (3) for what it reveals, or (4) for the experience gained or lessons learned. Significance should be brought out in the course of the paper, as well as at the end under Conclusions.

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12. Conclusions. The paper should end with a section giving the author's views on the importance and significance of what was done or took place and bringing out the lessons learned, experience gained, mistakes made and avoided, and the point or stage finally reached.

13. Rounding out the Paper. Throughout the paper there should be some indication of the involvement of other persons and components, even if these can only be barely mentioned, so that the reader is aware of a wider and richer setting than that given. If a really full and detailed account were to be written, what further items would be included? Wherever enrichment is possible it should be made; where not possible at present it should be indicated.

14. Placing the Paper in a Larger Setting. This follows from 13. If a paper is a bit of the mosaic, then some indication of the larger whole should be given, showing where your particular piece fits into the overall pattern. Papers should be additive and should lead or build into something larger.

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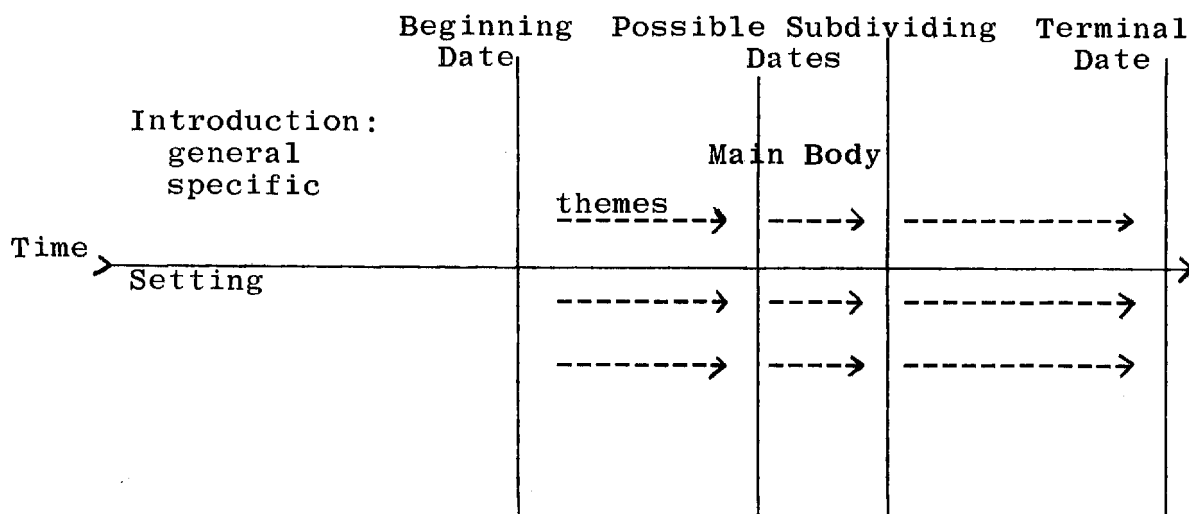
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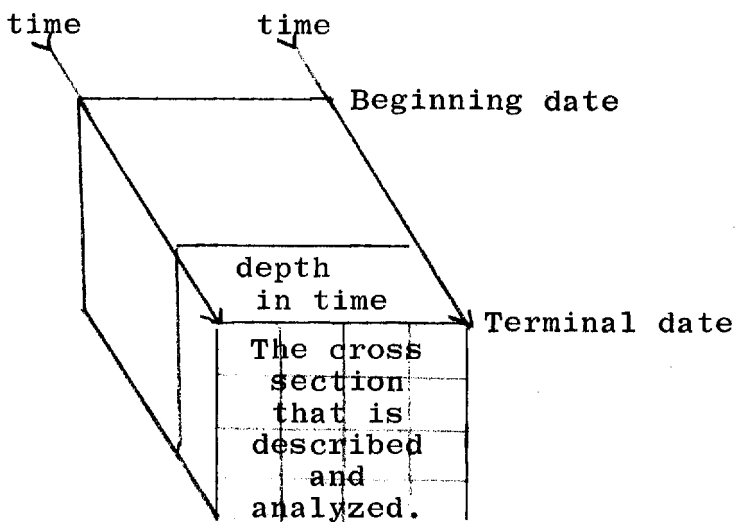
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CHART A

a. Narrative History - emphasizing chronological treatment



b. Descriptive - Analytic Presentation



[9]

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